



MCCORMICK ELEMENTARY

1123 Sandy Bluff Road
Mullins, SC 29574

Grades	3-5 Elementary School	
Enrollment	395 Students	
Principal	Martina Y. Rush	843-464-3760
Superintendent	To Be Determined	843-464-3700
Board Chair	To Be Determined	843-464-3700

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Average
2009	Below Average	Average
2008	Below Average	Good
2007	At-Risk	Below Average
2006	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

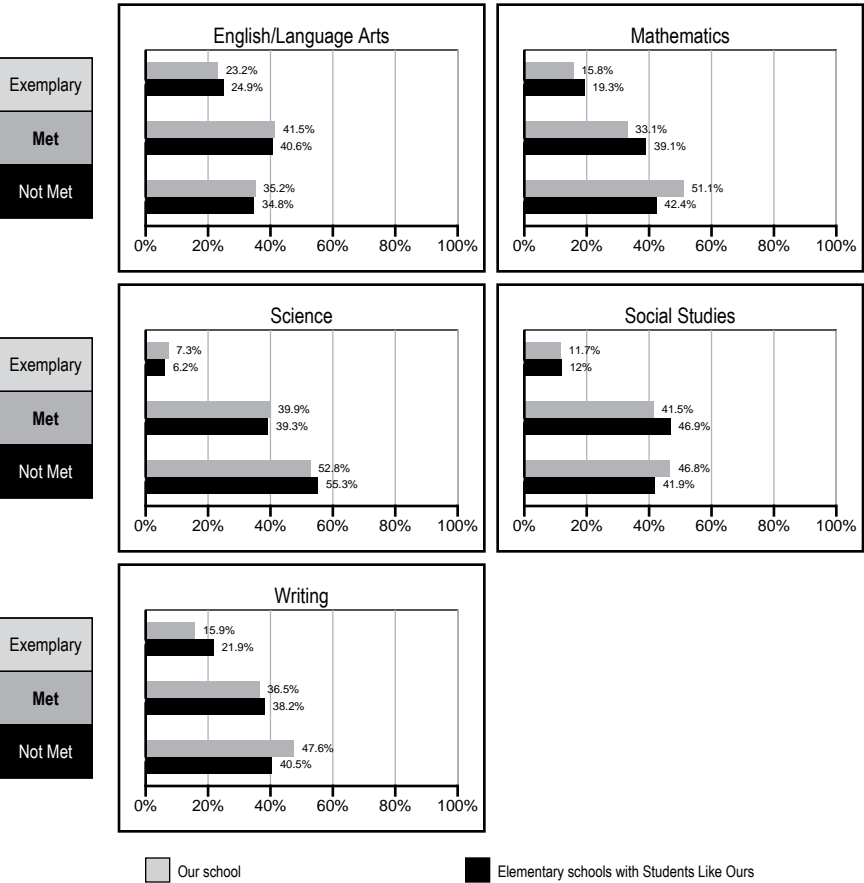
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	79	57	23

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=395)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.5%	Up from 0.2%	1.5%	1.2%
Attendance rate	95.1%	Down from 95.5%	95.9%	96.1%
Eligible for gifted and talented	20.2%	Up from 7.7%	4.4%	11.7%
With disabilities other than speech	15.3%	Down from 16.0%	8.4%	8.0%
Older than usual for grade	0.5%	Down from 0.7%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 0.9%	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	53.8%	Up from 44.8%	60.0%	60.5%
Continuing contract teachers	88.5%	Up from 79.3%	78.9%	84.6%
Teachers with emergency or provisional certificates	8.0%	Up from 7.4%	0.0%	0.0%
Teachers returning from previous year	86.5%	Up from 84.9%	83.4%	87.0%
Teacher attendance rate	94.9%	Up from 92.2%	95.4%	95.4%
Average teacher salary*	\$46,310	Up 4.7%	\$45,509	\$47,288
Professional development days/teacher	11.2 days	Up from 5.9 days	10.7 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 20.7 to 1	17.2 to 1	19.2 to 1
Prime instructional time	89.2%	Up from 87.1%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Up from 98.7%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,791	Down 0.7%	\$8,762	\$7,548
Percent of expenditures for instruction**	69.1%	Down from 71.5%	68.1%	68.7%
Percent of expenditures for teacher salaries**	62.4%	Down from 64.3%	62.5%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

This year at McCormick Elementary School students and staff members received many honors and recognitions. We continue to grow academically as well as socially. The staff, students and parents of McCormick were very proud to learn that we met 19 out of 21 AYP objectives based on our 2009 PASS data. During the 2009-2010 school year, we made a concerted effort to target the two areas that were not met from the previous school year as well as stay on track with the other 19.

We had several students achieve honor both academically and in the arts. Ten of our fourth and fifth graders were inducted into the National Elementary Honor Society. One of our fifth-grade students was selected to be in the South Carolina Honor Choir. Our Gifted and Talented Art students designed a banner for the South Carolina Book Award Nominee Program and received Honorable Mention from the South Carolina Association of School Librarians.

After months of self-reflection and preparation we received our five year accreditation from the Southern Association of College and Schools. During this process, we learned that while we have areas that we need to improve on, we also have a lot to be very proud of.

During the 2009-2010 school year, we have shown great gains in our MAP data. We tripled the number of students meeting all of their MAP Growth Goals.

The Mustang parents, students and staff worked very hard to do an excellent job on the 2010 PASS. We had a Parent PASS night, a PASS kick off rally and a celebration when we finished PASS. I am looking forward to getting our results back.

While school budgets will continue to be a concern, the future continues to look bright for McCormick Elementary School. Go Mustangs!

Rebecca P. Ford, Principal
Lou Bame, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	106	71
Percent satisfied with learning environment	76.2%	91.4%	77.3%
Percent satisfied with social and physical environment	90.5%	81.0%	80.9%
Percent satisfied with school-home relations	61.9%	84.6%	77.9%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CSI
---------------------------	-----

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	7.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	391	100	34.9	41.4	23.8	81.4	70.9	83.5	Yes	Yes
Gender										
Male	211	100	38	35.5	26.5	77.5	64.9	80.1	N/A	N/A
Female	180	100	31.2	48.2	20.6	85.9	77.3	87	N/A	N/A
Racial/Ethnic Group										
White	107	100	26.5	40.8	32.7	84.7	81.3	89.6	Yes	Yes
African American	269	100	39.3	40.9	19.8	79.4	66.7	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	80	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	80	100	61.5	26.9	11.5	59	50.7	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	331	100	37.9	41.4	20.7	79.3	69.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	391	100	50.8	32.7	16.5	64.6	59.2	80.4	Yes	Yes
Gender										
Male	211	100	54	27.5	18.5	62.5	56.2	78.4	N/A	N/A
Female	180	100	47.1	38.8	14.1	67.1	62.4	82.5	N/A	N/A
Racial/Ethnic Group										
White	107	100	42.9	36.7	20.4	70.4	69.2	87.8	Yes	Yes
African American	269	100	54.1	32.3	13.6	63	55.8	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	60	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	80	100	76.9	15.4	7.7	37.2	32.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	331	100	54.5	32	13.5	61.4	56.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	264	98.5	52.6	39.8	7.6	47.4	49.2	67.3
Gender								
Male	147	98	47.1	41.3	11.6	52.9	49.4	66.9
Female	117	99.2	59.5	37.8	2.7	40.5	49	67.7
Racial/Ethnic Group								
White	74	97.3	34.3	52.2	13.4	65.7	69	79.6
African American	180	98.9	62.2	33.1	4.7	37.8	40.1	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	52	94.2	65.3	30.6	4.1	34.7	28.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	223	98.2	58.4	36.4	5.1	41.6	44.7	55.4

Social Studies								
All Students	262	98.5	46.6	41.4	12	53.4	50.9	70.9
Gender								
Male	137	98.5	48.5	37.1	14.4	51.5	49.4	70.1
Female	125	98.4	44.4	46.2	9.4	55.6	52.5	71.7
Racial/Ethnic Group								
White	72	97.2	38.5	47.7	13.8	61.5	64.3	79.2
African American	182	98.9	50	38.6	11.4	50	45.9	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	59	98.3	70.7	22.4	6.9	29.3	30.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	68
Socio-Economic Status								
Subsidized meals	218	99.5	50.7	40.4	8.9	49.3	48.5	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	392	98.2	47.3	36.7	16	52.7	53.3	72.1	95.1	96.1
Gender										
Male	214	97.2	52.8	36.2	11.1	47.2	46.1	65.2	94.8	95.6
Female	178	99.4	40.8	37.3	21.9	59.2	60.9	79.2	95.5	96.6
Racial/Ethnic Group										
White	105	96.2	42.7	41.7	15.6	57.3	62	80.8	94.7	95.6
African American	272	98.9	50.6	34.2	15.2	49.4	49.2	59.7	95.5	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	87	97.4	97.7
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	80	92.9	96.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	73.4	98	98.5
Disability Status										
Disabled	85	94.1	76.9	20.5	2.6	23.1	16.4	27.7	94.4	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	63.7	87.8	96.6
Socio-Economic Status										
Subsidized meals	336	98.2	50.5	35.3	14.2	49.5	50.7	61.9	95	96

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	138	100	52.2	30.6	17.2	47.8
	4	130	99.2	43.9	43.1	13	56.1
	5	148	98.7	29.4	43.4	27.3	70.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	132	100	32	34.4	33.6	68
	4	135	100	36.2	44.6	19.2	63.8
	5	124	100	36.5	45.2	18.3	63.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	138	100	66.4	24.6	9	33.6
	4	130	99.5	45.9	39.3	14.8	54.1
	5	148	98	36.6	43	20.4	63.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	132	100	59.2	20.8	20	40.8
	4	135	100	39.2	47.7	13.1	60.8
	5	124	100	54.8	28.7	16.5	45.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	67	98.5	66.2	29.2	4.6	33.8
	4	128	99.2	51.2	45.5	3.3	48.8
	5	76	97.4	43.8	42.5	13.7	56.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	67	97	69.8	17.5	12.7	30.2
	4	135	100	45.4	48.5	6.2	54.6
	5	62	96.8	50	44.6	5.4	50
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	71	95.8	63.1	27.7	9.2	36.9
	4	129	99.2	27.9	63.9	8.2	72.1
	5	72	98.6	43.5	39.1	17.4	56.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	65	98.5	54.8	30.6	14.5	45.2
	4	135	100	39.2	50.8	10	60.8
	5	62	95.2	54.4	31.6	14	45.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	138	97.8	65.2	26.5	8.3	34.8
	4	131	97.7	43.4	44.3	12.3	56.6
	5	149	96.6	38.1	44.6	17.3	61.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	133	97.7	44.7	38.2	17.1	55.3
	4	136	99.3	55.7	34.4	9.9	44.3
	5	123	97.6	40.4	37.7	21.9	59.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample